

Proactive Strategies to Address Unauthorized GenAI Use

Instructors can promote academic integrity through ethical and effective course design, delivery, and assessment strategies ([Eaton, 2024](#)). In the context of generative AI (GenAI), consider:

Fostering Honesty via Course Design

- **Clear syllabus statements:** Explicitly define authorized/unauthorized GenAI use for your course. If you need language about GenAI for your syllabi, [U of T has examples available](#).
- **Purposeful assignment design:** Create meaningful assessments that encourage students to focus on the process of learning, prioritizing critical thinking, reflection, and classroom-specific content; see [CTSI's Teaching with Generative AI](#).
- **Scaffolded assignments:** Break projects into smaller components with checkpoints to identify and assist struggling students early. This encourages students to focus on the learning process, rather than the final outcome; see [CTSI's Teaching Resources](#).
- **Reflections on AI use:** Ask students to explain if and how they integrated AI tools into their workflow. If none were used, have students describe their research, analysis, and creative process. This metacognitive practice can build intrinsic motivation.
- For a practical example of assessment design that uses scaffolding, reflection, and course-specific application to emphasize and evaluate students' original thinking, see [First-Year Drama Essay Assignment \(Simon Fraser University\)](#).

Educating Students on Best Practices

- **Clarify expectations:** Collaborate with your TAs to provide ongoing discussions of appropriate vs. inappropriate uses of AI tools; see [TATP's Teaching with GenAI](#).
- **Model proper citation:** Demonstrate how to properly cite AI when permitted on an assessment; see UTL resources on [citing AI](#), [image research](#), and [copyright considerations](#).
- **Emphasize the value of original thought:** Encourage students to recognize that their unique voice, creativity, and critical thinking are invaluable and irreplaceable when completing assessments, whether they be writing, coding, or multimedia projects.
- **Discuss AI limitations and risks:** Explain the limitations of GenAI (hallucinations, fabricated references), emphasizing the importance of fact-checking and digital literacy.

Identifying Possible Misconduct Cases

- **Before issues arise, familiarize yourself with traditional detection methods** (e.g., the student cannot explain their work) and the [standard academic misconduct process](#).
- **AI-detection software programs are unreliable and biased** against non-native English writers ([Elkhatat et al., 2023](#); [Liang et al., 2023](#); [Saha and Feizi, 2025](#)). U of T does not support the use of AI-detection tools; see the [OVPIUE's FAQ on Generative AI](#).
- **Personal intuition that a text is AI-generated has been shown to be inconsistent**, even when evaluators are experienced with GenAI and confident in their abilities ([Waltzer et al., 2024](#)).
- For further guidance, contact the head of your academic unit.



© 2025, Centre for Teaching Support & Innovation. Except where otherwise noted, this work is made available under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International \(CC BY-NC-SA 4.0\) License](#).